



Kindergarten - Page 1		Moving		Investigating		Creating	Contextualizing
Previously mastered <i>grade level skills</i>	Elements of Dance <i>with definitions</i>	Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Knowledge of body Basic locomotor and axial movement skills.	BODY / MIND <i>The body is the instrument of dance</i> Warm-up <i>A series of exercises/movement to ready the mind and body</i> Locomotor Steps <i>Steps that travel through space</i> Axial Movement <i>Movement that revolves around the axis and is performed in place</i>	Warm-up* Body Parts Conditioning Principles <ul style="list-style-type: none"> • Strength • Flexibility • Stability Skills*	Explore the joy of moving the body. Identify and move body parts Listen to signals and respond to movement directions.	Practice a body parts warm-up that embeds the conditioning principles of strength and flexibility.	Improvise unique body part movements in and through space. video	Create a short, memorized body part sequence.	Perform a body part sequence.
Listen to signals and respond to movement directions			Explore locomotor steps (walk, run, gallop, and jump) Perform basic axial movements of turn, stretch, reach, bend, twist.	Explore basic axial movements and locomotor steps with a partner (e.g. side by side, follow the leader).	Improvise a dance with a partner using basic locomotor steps and axial movements. video	Create a dance with a partner using basic locomotor steps and axial movements. video	Perform locomotor and axial dance. Respectfully take turns performing and observing. Perceive and reflect.
Duration	TIME <i>Defines when one moves</i> Duration (<i>short/long</i>) <i>Length of movement</i>	Moving and Stopping, Duration*	Explore moving and stopping. Move to slow and fast tempos.	Practice moving and stopping responding to a variety of stimuli (e.g. voice, music, sound, others).	Improvise moving and stopping varying the duration.	Create a dance based on moving and stopping.	Perform a moving and stopping dance.
Fast and slow	Tempo (<i>fast/slow</i>) <i>Speed of movement</i>	Tempo*	Identify and explore the tempos of animals, people, machines, etc.	Practice fast and slow tempos inspired by things, animals, nature, or people.	Improvise fast and slow tempos inspired by things, animals, nature, or people	Create a dance based on tempo video	Perform a tempo dance.
Simple rhythms	Metric Rhythm <i>Grouping of beats in recurring pattern</i>	Rhythm*	Move to the rhythm of words (syllables). video	Investigate rhythm of words phrases. video	Dance a song or text that includes rhythm of words.	Create a dance based on a song or text based on rhythm of words.	Perform a rhythm dance. Perceive and reflect. video

Kindergarten - Page 2		Moving		Investigating		Creating	Contextualizing
Previously mastered grade level skills	Elements of Dance with definitions	Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Simple body shapes, high, medium, and low levels, large and small movements, moving in place and through space	SPACE <i>Defines where one moves</i> Shape <i>The form of the body.</i> Levels (low/medium/high) Direction <i>(forward, backwards, sideward, up, down)</i> Size <i>The continuum from small to large</i>	Shape, Direction, Levels, Size, Moving through Space*	Explore opposites in shape and space (e.g. levels, direction, size)	Investigate locomotor and axial movement with opposites.	Connect a simple sequence using opposites incorporating shape and axial or locomotor movement. video	Create a movement sequence using opposites with a beginning shape, a way to move through space, and an ending shape.	Perform a space dance. Perceive and reflect.
Simple qualities of motion	ENERGY <i>Defines how one moves</i> Qualities of motion <i>Characteristics of a movement.</i> Dynamics <i>The degree of energy, intensity, or power in the execution of movements</i>	Qualities*	Explore qualities of movement and emotions (e.g. heavy/light, smooth/sharp, sad/happy, brave/frightened) video	Investigate energy qualities that reflect senses, moods and feelings.	Improvise unique ways using energy qualities that reflect senses, moods, and feelings. Improvise to different forms of music that inspire changes in energy. video	Create a short dance using two opposite energy qualities, emotions, and senses (e.g. happy/sad, sharp, smooth). Use an appropriate selection of music.	Perform energy dance. Perceive and reflect
Primary awareness of self in the world Artistic/Creating Skills Creativity, imagination, audience skills Compositional structures Beginning, middle, and end Performance Skills Focus, concentration, kinesthetic, visual, auditory skills increased Life Skills Cooperation, respect following directions, engagement in learning, self-efficacy, turn taking,	CULTURAL <i>In individual and family</i>	Identify and learn a folk song and its cultural origins.*	Explore moving the phrases and imagery associated with the song or culture. video	Practice moving with the musical phrasing and rhythms.	Improvise a movement sequence based on the song, the images, or the culture.	Create a dance based on the folk song.	Perform original folk dance.